

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [X] Choice

Name of Principal Ms. Josephine Sportella-Giusto

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name P.S. 682 The Academy of Talented Scholars

(As it should appear in the official records)

School Mailing Address 50 Avenue P

(If address is P.O. Box, also include street address.)

City Brooklyn State NY Zip Code+4 (9 digits total) 11204-6105

County Kings State School Code Number\* 20k682

Telephone 718-621-2730 Fax 718-621-2735

Web site/URL http://www.taots.org E-mail jsportellagiusto@schools.nyc.gov

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Ms. Karina Contantino E-mail: kConstan@schools.nyc.gov

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District 20 Tel. 718-759-4912

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Laurie Windsor

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 31 Elementary schools (includes K-8)
  - 7 Middle/Junior high schools
  - 4 High schools
  - 0 K-12 schools
- 42 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	31	23	54
1	30	28	58
2	32	25	57
3	28	26	54
4	29	37	66
5	31	35	66
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	181	174	355

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 19 % Asian
  - 5 % Black or African American
  - 13 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 62 % White
  - 1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1	355
(5) Total transferred students in row (3) divided by total students in row (4)	0.014
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 5 %  
19 Total number ELL  
 Number of non-English languages represented: 9  
 Specify non-English languages: Russian, Spanish, Chinese, Albanian, Punjabi, Mandarin, Armenian, Urdu, Polish
8. Students eligible for free/reduced-priced meals: 44 %  
 Total number students who qualify: 158

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 45 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services:  $\frac{21}{75}$  %  
 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |  |
|--------------------------------|--|
| <u>45</u> Autism               | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>8</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>7</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	35
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	14

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 10:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	94%	95%	96%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: At The Academy of Talented Scholars our goal is to nurture personal talents and instill a passion for lifelong learning while inspiring all students to become productive and conscientious citizens.

## **PART III – SUMMARY**

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The Academy of Talented Scholars (TAOTS) is a unique school that originated from our founding principal's vision of creating a community where students, parents and staff are valued and respected while committed to children achieving high academic success. We opened our doors in 2009 beginning with three kindergarten classes and three first grade classes. TAOTS is an elementary school located in Bensonhurst, Brooklyn and currently serves 355 students from kindergarten through grade 5. Since 2009, TAOTS has added a grade each year up until our first fifth grade graduating class in 2013. Our school serves students in general education, special education and English Language Learners. The student body includes 5% English Language Learners and 21% special education students of which 60% are classified with autism. In 2010, the NYC Autism Spectrum Disorder (ASD) Nest program was piloted in one inclusion kindergarten classroom. Since then The ASD Nest Program has grown each year and currently there are two ASD Nest classrooms in grades K – 4. In addition, we were selected to house the only Intensive Kindergarten class in Brooklyn, a precursor to our ASD Nest Kindergarten.

Students are selected through the NYC Student Enrollment Management System. TAOTS is a choice school in our district where admission is based on lottery. Students in our NEST program are selected through a process which includes collaboration with the Central ASD Nest office along with observations performed by our school's NEST Team.

The ASD Nest Program is the New York City Department of Education's Integrated Co-Teaching (ICT) program for higher functioning children with autism spectrum disorders (ASDs). The ASD Nest program helps children with ASD learn how to function well academically, behaviorally, and socially in school and in their community. The goal is to provide a therapeutic environment and supports within a grade-appropriate academic environment. The entire school embraces positive behavioral support. Each classroom has two teachers with training in the specialized curricula and instructional strategies used in the program. School leadership has offered this specialized training for all teachers. These instructional strategies help to foster relationship development, adaptive skills, language and communication and sensory/motor development thus minimizing the number of supports needed for these children outside the classroom.

At P.S. 682 our educational philosophy centers around nurturing the whole child academically, behaviorally and socially while instilling a passion for lifelong learning and developing personal talents. We believe in the importance of inspiring all students to become productive and conscientious citizens. TAOTS provides a creative learning environment that fosters respect, confidence, and critical thinking skills through Inquiry and Project-based learning. We incorporate the Schoolwide Enrichment Model of education. Our Enrichment Clusters (EC) based on Joseph Renzulli's Schoolwide Enrichment Model (SEM) continues to be our most unique feature. The SEM enables all children to explore their innate interests and discover individual areas of expertise. This is accomplished through small self-selected interest based groups on each grade level that are guided by teachers in collaboration with parent volunteers and community members. For the past 6 years we have planned for 3, 6-10 week cycles of these clusters so that children will have a broad range of experiences with different interest based opportunities. Our ECs provide a hands-on approach to learning in an area of interest. Every year new clusters are added in diverse topics covering the arts, team sports, journalism, dancing, health fields, science, math and various hobbies/careers. Additionally, TAOTS has partnerships with many exceptional arts programs such as Theater and Dancing Academy (TADA), Dancing Classrooms, Town Hall and Reach the World to cultivate a well-rounded child.

Our school believes in a strong sense of community, which is evident to our students and their families upon entering our building. School administration and staff greet each child by name and infuse a positive sense of well-being and high expectations to start their day. The school provides open and ongoing communication among parents, teachers, students and support staff through its comprehensive website and email. Teachers share strategies to support all students including those in The ASD Nest Program and teams of teachers continually provide guidance, support and advisory for all students. Families and parents are invited to various celebrations highlighting monthly writing celebrations, Enrichment Cluster showcases, Arts and Music festivals, seasonal celebratory events, dance partnership showcases, Be Excited About Reading (B.E.A.R.) night, Family Game Night, Family Fitness Night, Science Fair and Family Art Night.

The PTO and SLT support student achievement through its establishment of afterschool enrichment that offers programs in robotics, science and technology.

With the collaborative efforts of a highly dedicated and qualified staff, we strive for all of our students to meet and exceed academic standards. Through a standards-based curriculum, which includes a rich arts program, we are committed to developing life-long learners. We believe in establishing strong partnerships between parents and the community in order to enhance student learning and experiences. In a safe and supportive environment, all students will achieve academic, social, and emotional success at The Academy of Talented Scholars.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

P.S. 682, The Academy of Talented Scholars (TAOTS) embraces a rigorous, standards based curriculum. Our core curriculum consists of reading/ English language arts, math, science, and social studies. The core curriculum subjects as well as our other curriculum areas utilize a cross- curricular workshop approach to best implement the New York State Common Core Learning Standards (NYSCCLS).

The reading/English language arts (ELA) curriculum at TAOTS engages all students, including our special needs students and our English language learners, in seamless literacy instruction that is fully aligned to the NYCCLS. All students participate daily in a balanced literacy workshop model for reading and writing. This authentic literature based approach delivers explicit standards aligned whole class mini-lessons, small group and partner strategy work and one to one conferring as well as a block of time for students to practice and independently apply the strategies they are learning. Our rigorous ELA curriculum is driven by the NYCCLS, citywide instructional expectations and formative and summative assessments to customize literacy instruction. Comprehensive reading instruction is provided in word study, vocabulary acquisition, fluency, comprehension strategies and critical thinking skills, genre study, writing from sources, close reading and analysis of complex texts and collaborative conversations around shared texts. Classroom libraries allow students to read “just right” leveled texts in fiction and nonfiction to support their independent growth. Writing instruction includes multiple opportunities for students to be engaged in specific genre studies, writer’s craft, the writing process across all disciplines, mechanics and assessment of their own writing to set personal writing goals to raise the quality of their writing. Daily formative assessment of student learning allows teachers the flexibility to adjust instruction based on students’ needs. Summative assessments at the end of units will evaluate students’ proficiency levels in meeting the standards as well as being used for teachers’ evaluative purposes on units taught. A strong focus this year has been on the implementation of the anchor standard in reading on vocabulary. We have incorporated a research driven vocabulary program Words in Action, centered around read aloud books. In our effort to provide strong foundational skills in phonemic awareness for all K-2 students we incorporate Wilson Foundations with an Orton-Gillingham approach, allowing for differentiated instruction capitalizing on the dominant learning modality of each student.

The backbone of TAOTS mathematics curriculum for all K-5 students is the CC aligned mathematics curriculum, Math in Focus: The Singapore Approach. This curriculum puts an emphasis on both Mathematical Content and Practice standards. During mathematics workshop, daily instruction includes fluency practice to reinforce and deepen mental math thinking and application. Explicit content specific instruction and modeling is provided, with concepts being taught using concrete skills leading to abstract thinking. Visual representations of concepts are taught and provided for supporting students in making the connection between the concrete and abstract. Guided and independent practice during the workshop allows time for students to practice concepts taught. In addition, we also have incorporated the researched based Context for Learning mathematics program into our units of instruction, incorporating two- week studies using an investigative approach with realistic situations to foster a deep conceptual understanding of essential mathematical ideas, strategies, and models. Students participate in a mathematics congress to verbally explain their mathematical thinking utilizing academic mathematical vocabulary with their peers. After a careful review of formative and/ or summative assessments in grade teams, teachers collaborate and modify or enrich their instruction and select supplemental resources to meet the needs of their students at all levels. This data is also used to create small group instruction to meets the needs of our below or above grade level students and in creating remediation or enrichment activities.

The standards based science curriculum in our school provides seamless instruction between our classroom science lessons and our inquiry based science laboratory. Students receive solid science instruction utilizing a hands- on approach to experiments following the scientific method. To meet the demands of the Standards for English Language Arts & Literacy in History/ Social Studies, Science and Technical Subjects, students are consistently engaged with complex informational text to analyze and build concept knowledge, as well as to strengthen their strategies for comprehension of informational text in science. Cross- curricular

learning activities are also planned for transference of skills, strategies and real world applications; for example, students are engaged in mathematics in the collection and analysis of data, graphing, and measurement during science class. Students who are not performing at grade level are provided with differentiated learning activities and scaffolds are put into place to provide support as well as multiple entry points into the lessons.

Our social studies curriculum is taught by following the New York City Social Studies Scope and Sequence. Essential questions are explored using an inquiry and project based approach to support and facilitate grade specific topics of study to include concepts, research and geography skills. Students are engaged in rigorous learning activities and tasks. In conjunction with the NYCCLS and the citywide instructional expectations, students are also reading complex narrative and non-narrative informational text to deepen their understanding of social studies concepts.

## **2. Other Curriculum Areas:**

Our music program combines elements of the Orff- Schulwerk approach and the Kodaly teaching method to create a unique child centered curriculum designed around the National Standards for Music Education and the NYC Blueprint for the Arts. Lessons are carefully sequenced to allow each child to fully participate at their current individual skill level. The selection of the song and music content correlate with the current curriculum in social studies, science, math and the English language arts.

All students participate in music instruction once a week, kindergarten students participate twice a week at TAOTS. Additionally, our K-2 students participate in Music and the Brain, a specialized piano program that also integrates math and literacy skills. The students in grades 3-5 also receive music instruction in Music Memory, a curriculum designed to offer an in depth study of classical music selections. TAOTS students in grades 3-5 participate in Band and all TAOTS students participate in our schoolwide chorus.

Students at TAOTS, grades K-5, receive instruction in visual arts on a weekly basis. Instruction is provided in both art studio and art history and closely aligned to the NYC Blueprint for the Arts as well the NYC Social Studies Scope and Sequence and The NYSCCLS. Our art studio provides opportunities for students to explore elements of art such as; line, shape, color, form, texture and space incorporating them into their everyday practice of art. Students will be able to create art by interchanging and blending various artistic techniques and experimenting with different mediums. This art curriculum is aligned with the students' literacy curriculum utilizing both a workshop and cross -curricular approach. The Art history curriculum is offered in addition to art studio to students in grades 3 and 5 correlating with their social studies curriculum. For example, grade 3 is studying works of art representing various countries and our fifth grade students analyze the expansion of the United States and explore how changes in society have influenced American art throughout history.

P.S. 682's technology curriculum program provides a framework for all students in grades K-5 to receive weekly instruction in digital media literacy. This curriculum program provides students with instruction in digital literacy skill development, creating productions connected to the classroom content and critical analysis of media texts. Our digital media literacy curriculum also provides a framework to access, analyze, evaluate and create messages in a variety of forms- from digital text to web based multimedia. Innovation at TAOTS includes the use of new technologies to improve our access to global experts and information, asynchronous online communication and collaboration between staff, and students, and insure that our students leave TAOTS with the core skills and concepts to enable them to adapt to the latest devices, formats and ways of communicating. All classrooms are equipped with technology to support the integration of digital media literacy in all content areas.

The science laboratory at TAOTS provides students opportunities for hands-on discovery learning. Our science lab is inquiry based, and aligned with the common core standards servicing our K-5 students once a week and twice a week for our 4th grade students. Lab experiences are designed to support the science curriculum students receive as part of their classroom instruction with their classroom teachers. In addition to the small classroom pets and other organisms for study in the laboratory, our science lab has a fully stocked science library offering leveled science texts to extend students' knowledge in the content area.

The physical education program at TAOTS provides our students with instruction in games, sports, and skill practice following the Move to Improve curriculum, both individually and in a group for all students in grades K-5 once a week in our state of the art gymnasium. This instruction is modified to meet the individual needs of students. TAOTS students in grades 1 and 2 also receive instruction in Movement and Health a program designed to value physical activity for health, enjoyment, challenge, self-expression and/ or social interaction once a week. The NYC Fitnessgram is also utilized at TAOTS providing fitness data used to build students' physical activity over time as well as measuring their body composition, muscular strength, flexibility, endurance and aerobic capacity. This data is also communicated to parents twice a year.

P.S. 682 offers each student one period of Enrichment Clusters each week. Enrichment Clusters implement the Schoolwide Enrichment Model of Education (SEM). It is a research supported instructional model of education that incorporates a wide variety of differentiated strategies, educational structures and components that benefit all types of learners. During the Enrichment Clusters small groups of up to 15 students who share a common interest come together to explore a specific topic. The goal of the enrichment clusters is to focus on the individual strengths and to nurture potential areas of interest and talents of each student.

### **3. Instructional Methods and Interventions:**

In our effort to raise our students' level of academic growth and achievement, Public School 682 provides differentiated instruction utilizing the workshop model in all subject areas to best meet our students' diverse needs in their academic, social and emotional development. Through the analysis of formative and summative data, daily instruction and interventions are planned in collaboration with classroom teachers and support staff to provide lessons that meet the needs of all of our learners – our students with special needs, ELL students, at-risk and enrichment students.

Carefully aligned units of study to the NYCCLS and rigorous instructional expectations have been established to ensure success for all learners. Challenging tasks are embedded in daily lessons while providing multiple entry points and differentiated instruction to meet the needs of all learners.

Our Child Study Team (CST) meets on a regular basis to ensure that the supports necessary for all students to achieve success and reach higher standards are in place. CST closely monitors our school's subgroup data, as well as teacher referrals and using a multidisciplinary approach, reviews and evaluates the needs of specific students. Through a collaborative approach, CST provides classroom teachers with strategies, services and at-risk interventions to meet our students' academic, social and emotional needs.

In addition to our CST, our valuable ASD/ Nest Team is responsible for collecting multiple sources of data on all of our ASD/ Nest students. This team meets weekly with our ASD/ Nest coach to discuss the academic and social emotional growth of our ASD/ Nest students, work collaboratively to ensure that each ASD/ Nest student is working toward meeting and exceeding the NYCCLS as well as meeting their social and emotional goals as outlined by their IEPs. A social hidden curriculum is part of the social development intervention that is an integral part of the ASD/ Nest program. Differentiation is at the heart of these meetings. Targeted short and long term goals are created for the ASD Nest students.

Tiered interventions at all three levels (whole class, small group and individualized instruction) have been carefully selected and in combination are used to support our diverse learners throughout the instructional day. Students identified as being at-risk in literacy and math, grades K-5 receive additional support through a push-in and pull-out program with our Special Education Teacher Support Services (SETSS) teachers. Our grade1 students also receive additional support in Reading Recovery sessions.

In an effort to support various learning styles, technology is integrated in all subject areas. All classrooms are equipped with Smart Boards, document cameras, laptops and desktops which are used daily to further support our students, differentiate content instruction and provide opportunities for additional support. Both Raz-Kids (grades K-2), and i-Ready (grades 3-5) are computerized reading programs that along with individualized teacher support provides specialized reading intervention instruction at a tier III level for our at risk students.

Our ESL coordinator and ESL teacher also participate in Teacher Team meetings to customize instruction. A push-in model is used to best support our ELLs and former ELLs in their level and development of language acquisition.

In addition to our supports during the instructional day, our ten-week Saturday Academy is offered for all of our grade 3-5 students to prepare them for the NYS Mathematics and English Language Arts exams. A 10-week reading theater program is also in place for our ELL students running concurrently on Saturdays.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

P.S. 682's New York State assessments in English Language Arts (ELA) and Mathematics testing data dates back to 2012 with our first testing grade, third grade.

In 2012, 57% of our students in grade 3 met or exceeded ELA proficiency (Levels 3 or 4) compared to 49% of third grade students citywide. 69% of our students met or exceeded Math proficiency (Levels 3 or 4) compared to 57% of third grade students citywide. Contributing factors were the implementation of Project Success, a leveled afterschool test prep program offered to all students in grade 3 in addition to the rigorous test prep materials and strategies used in the classroom, and extended time allotted to Reading, Writing, and Math intervention.

In 2013, New York State assessed the recently adopted CCLS. These new, rigorous standards, in addition to another testing grade led to a slight decline in our test scores in both ELA and Mathematics in comparison to 2012. 52.7% of our students in grades 3 and 4 met or exceeded proficiency in ELA compared to 26.4% of the 3-8 graders citywide. 67.9% of our students in grades 3 and 4 students met or exceeded proficiency in Math compared to 29.6% of the 3-8 graders citywide. This year, Project Success, in grades 3 and 4 began earlier in the year and the rigorous test prep materials and strategies were aligned to the CCLS. Test prep sophistication strategies were introduced during the extended day for all level 3 and 4 students. Curriculum for both programs was aligned to the CCLS to support the shifts in learning and testing.

In 2014, we added an additional testing grade, testing students in grades 3 – 5. 61.5% of our students in grades 3 – 5 met or exceeded standards in ELA in comparison to 28.4% of the 3rd -8th graders citywide. This presents an approximate 10% increase from 2012. 75.6% of our students in grades 3 – 5 met or exceeded standards in Math compared to 34.2% of the 3-8 graders citywide. This presents an approximate 10% increase from 2012. Considering parent and teacher feedback, we implemented Saturday Academy, a test prep program on Saturday mornings offered to all students in testing grades. We used CCLS aligned test prep materials during the school day and Saturday Academy. Additional materials, including a digital school and home test prep program, and full time SETSS teacher was hired to further support our students.

When tracking third grade across three years, it was noted that there was close to a 20% increase in the number of students who attained or exceeded proficiency levels in mathematics and close to 15% in ELA. In addition, with changes to the State Assessments and the population of students varying from each year, our students performed higher than third grade students citywide.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

P.S. 682 is committed to making informed curricular, instructional, and pedagogical decisions based on data from formative and summative assessments. We analyze data to have a clear understanding of student areas of achievement and areas of need. Teachers create flexible groupings in ELA and mathematics from this data. We look at specific subgroups of students including our bottom third and our special education population.

NYS standardized test results and item analysis are shared and discussed with a focus on performance, subgroups, and growth percentages. Our culture of shared responsibility allows teachers on all grades to engage in meaningful discussions around the analysis of the data. Areas our students perform well in, areas of need, noticeable trends, and implications/next steps for our work are discussed. We also examine how our students performed against students citywide to see any specific trends in strands.

Information regarding the NYS standardized test results, item analysis, and school wide and citywide goals and shifts in the curriculum are shared at our SLT meeting and information is shared on our SLT webpage to maintain parent communication.

Benchmark assessments in ELA and math are administered and student achievement data is reported for whole populations. Studying item analysis is most useful to identify gaps, patterns, trends and other important information continuously throughout the school year. This important information allows our teachers to pinpoint which standards have been mastered and which groups of students require remediation or enrichment. Examining test scores by specific subgroups of students allows groupings for test prep. Students receive feedback and parents are regularly informed of assessment results during parent teacher conferences and meetings arranged during Parent Communication time.

Students' independent and instructional reading levels in grades K-5 are assessed using running records. This data is used to match students to texts, tailor whole-class and small group instruction, and identify students who need additional Tier II or III supports. Students and parents are made aware of current reading levels and informed of strategies that will help them meet an end-of-year reading level benchmark. Other formative assessment results such as exit slips, conferring notes, and written responses inform teachers and students about their understanding and provide timely instructional adjustments.

## **Part VI School Support**

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### **1. School Climate/Culture**

Students at our school have a very rewarding, engaging and nurturing experience through various carefully selected schoolwide programs and through the extraordinary care and efforts of the collective staff of The Academy of Talented Scholars to support their academic, social and emotional growth. The students' excitement for Enrichment Clusters at our school comes from the enjoyment, wonder and fun of learning about a specialized interest, talent and passion of theirs. We accomplish this through exposing our students to many specialized disciplines in math and science, technology, fine arts, performing arts, dance, sports, and other various hobbies and their professional career implications. Students also gain a sense of personal accomplishment and pride by showcasing their new knowledge and work in school presentations and forums that highlight their work with their parents and their fellow students.

Tribes, a community building philosophy, is our school wide effort to educate the child socially, emotionally and create a safe, accepting environment for all. Tribes instills a sense of belonging, self-worth and a spirit of respect among our students and staff. Tribes establishes a common school wide language that centers around "Community Agreements" that all commit to following. Students and staff are encouraged by these agreements to listen attentively to each other, show appreciation, give mutual respect, be sensitive to others' feelings and give our personal best in all we do. By mid-year, students in grades 3-5 are placed into their own Tribe where they work as a cooperative group on challenging social and academic activities and projects. They learn how to work with others, solve problems collaboratively and appreciate each other's differences.

P.S. 682 believes strongly in the importance of creating a warm and welcoming environment, one of mutual respect and collegiality for all staff members. Teachers at TAOTS feel valued and supported through the many classroom and professional supports available to them. Teachers have access to a wealth of supplies, state of the art technology, and numerous professional development opportunities. Teachers on the grade prefer planning and collaborating on curriculum together and consequentially are provided with a common grade planning period to ensure this. The leadership of TAOTS actively seeks to develop and encourage teachers to grow in their profession and leadership skills to reach their potential by providing thoughtful feedback based on formal and informal observations. P.S. 682 employs a full time academic coach solely for the purpose of providing academic and pedagogical support to all staff members to further in their professional growth.

### **2. Engaging Families and Community**

P.S. 682 employs many different measures to include and ensure family involvement and community partnerships to promote student success and school improvement. Parents are provided with many opportunities to build a relationship with their child's classroom teacher as well as their specialty and support teachers from the beginning of the year. Parents receive letters from all of the teachers detailing their teaching background, experience and their curriculum plans for the school year ahead. Teacher's emails are provided and ongoing communication is encouraged. Families are invited to Curriculum Night in September where they are given an overview of curriculum in each subject area, overall grade expectations as well as meeting support staff. Communication is maintained throughout the year as teachers send weekly newsletters home that summarize the unit work for that week, the homework and any important grade news. Specialty and support staff post monthly newsletters detailing the present month's curriculum and highlights on the school's website.

To further family involvement in their child's academics, parents have the opportunity to attend monthly parent workshops that are presented by teachers on their child's grade, ESL and specialty teachers. The afterschool workshops cover specific topics in literacy and math for the current units of study. Parents are also invited to help celebrate students' accomplishments and successes through a host of classroom and schoolwide events throughout the year. Some of these celebrations include Enrichment Cluster showcases,

Writing workshop celebrations, performances partnered through Dancing Classrooms, TADA! (Theater and Dance Academy), Town Hall, and our school music program's Winter and Spring concerts.

In working with our school's Parent Teacher Organization (PTO), the school provides workshops at monthly PTO meetings to keep parents informed of new school initiatives and schoolwide topics. Some of these workshops focus on our Tribes Learning Communities program, Anti-Bullying education, state exam information and data communication. To involve parents personally in their child's classroom activities each class has a Class parent. Class parents act as a liaison between parents, teachers and the administration. They help to organize classroom celebrations, grade events, and trips to keep families involved in class and school wide projects and events.

In promoting school spirit and a sense of community the school holds several family events during school and afterschool. These include our Literacy BEAR and GAME Night, Thanksgiving Turkey Trot, Costume Parade, Family Fitness Nights for grades K-2 and 3-5, Science Fair, Family Art Night and Spirit Week. The school also reaches out to local non-profit organizations to do our part in helping take care of our community. Each year we donate toys to an annual holiday toy drive, "Operation Smiles" which gives toys to disadvantaged youth in our neighborhood. We also hold a food drive for Reaching Out Community Services, raise money for Pennies for Patients for Leukemia & Lymphoma Society and Relay for Life ACS as well as hold a walkathon for a local outreach organization.

### **3. Professional Development**

In order to support student achievement and build capacity, great emphasis is placed on the value of professional development for all staff members at TAOTS. As a young school of six years, we share a strong belief that all staff members should continually strive to grow in their content knowledge and pedagogic skills. Professional development is offered throughout the year in variety of ways offering opportunities that enable our staff to grow in their knowledge and skills. Each year our professional development plan is centered on the results of student data, teacher needs, teacher observations as well as various professional development surveys. Student data drives our focus for our Monday afternoon school-wide professional development meetings, workshops, learning walk-throughs, demonstrations lessons and intervisitations. During weekly common grade planning periods, teachers collaborate with the Academic Coach to analyze student data, share best practices to reach all of our learners, revise curriculum and receive grade specific professional development.

In our efforts to fully embrace the academic, social/ emotional success of our students in The ASD Nest Program and minimize the supports needed, ongoing pre- and in- service training in the following curricula and strategies are offered in partnership with New York University for all of our teachers: language development and sensory/ motor skill development, collaborative problem solving and home/ school component.

At TAOTS, we recognize the importance in using our data, both formative and summative in driving our instruction to raise the levels of student achievement. Our full time academic coach provides ongoing training and support in developing teachers' academic content knowledge, ability to design coherent instruction and assessments aligned to the NYCCLSS and implementation of the citywide instructional shifts while strengthening their aptitude to analyze and monitor student progress. In-house support is also provided by our ASD Nest/ coach/data specialist, administrators and educational consultants from Teachers College for literacy and Metamorphosis for mathematics to assist teachers with the analysis of data, setting instructional goals, and creating targeted small group instruction in all in the effort of continued student achievement.

### **4. School Leadership**

School leadership at P.S. 682 encompasses the founding principal's vision of distributive leadership through building capacity and empowerment of staff, parents and students. All of the TAOTS community

shares a common belief that all administrative, curricular and extra-curricular decisions are made in the best interest of the students of P.S. 682.

Our administrative team firmly believes in the development of a professional and knowledgeable staff that ensures that the highest standards are the expectations for delivery of instruction while creating a safe and caring learning environment for all students. The instructional cabinet meets weekly and includes the principal, assistant principal, ASD Nest coach/data specialist, academic coach, enrichment cluster facilitator and guidance counselor to discuss both instructional and administrative initiatives.

There are many active teams working collaboratively to ensure the success of P.S. 682 for students, parents and staff. The School Leadership Team (SLT), and the Parent Teacher Organization (PTO) are collaborative teams between administration, staff members and parents that meet monthly to collaborate on decisions including budgeting, policy, curriculum and special events for our students. Leadership at P.S. 682 values the role of parents and employs a full-time parent coordinator and community coordinator who act as liaisons between parents, the community and the school allowing their voice to be heard in administrative and instructional decisions in our quest to reach the highest levels of achievement.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>New York State Math Exam</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Jan	Jan
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	80	70	69		
NYS Level 4	40	41	20		
Number of students tested	60	63	54		
Percent of total students tested	97	100	96		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	67	58	53		
NYS Level 4	20	32	14		
Number of students tested	30	31	36		
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	67	0	0		
NYS Level 4	50	0	0		
Number of students tested	6	2	9		
<b>3. English Language Learner Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	0	50			
NYS Level 4	0	33			
Number of students tested	5	6			
<b>5. African- American Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>6. Asian Students</b>					
NYS Level 3 and above	82	67			
NYS Level 4	46	33			
Number of students tested	11	18			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>9. White Students</b>					
NYS Level 3 and above	82	75			
NYS Level 4	44	50			
Number of students tested	39	36			
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:** PS 682 currently has only three years of state assessment data. Prior years we did not have testing grades due to our school being founded in 2009 with grades K & 1. 2011 - 2012 demographic data is unavailable for the first testing year.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>New York State Math Exam</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	80	65			
NYS Level 4	40	41			
Number of students tested	60	49			
Percent of total students tested	100	96			
Number of students tested with alternative assessment					
% of students tested with alternative assessment		4			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	76	48			
NYS Level 4	36	28			
Number of students tested	33	29			
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above		0			
NYS Level 4		0			
Number of students tested	5	6			
<b>3. English Language Learner Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	83				
NYS Level 4	33				
Number of students tested	6				
<b>5. African- American Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>6. Asian Students</b>					
NYS Level 3 and above	78				
NYS Level 4	44				
Number of students tested	18				
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above					
NYS Level 4					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>9. White Students</b>					
NYS Level 3 and above	83				
NYS Level 4	54				
Number of students tested	35				
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:** Percentages for special education population was not included in the assessment data due to a low number of students that were tested.

PS 682 currently has only three years of state assessment data. Prior years we did not have testing grades.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>New York State Math Exam</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	63				
NYS Level 4	39				
Number of students tested	46				
Percent of total students tested	98				
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	40				
NYS Level 4	20				
Number of students tested	25				
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested	5				
<b>3. English Language Learner Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested	4				
<b>5. African- American Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>6. Asian Students</b>					
NYS Level 3 and above	83				
NYS Level 4	67				
Number of students tested	6				
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above					
NYS Level 4					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>9. White Students</b>					
NYS Level 3 and above	62				
NYS Level 4	35				
Number of students tested	34				
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:** In 2013 - 2014 size of the demographic group Hispanic was not large enough to include in the data report.

In 2013 - 2014 percentages for special education population was not included in the assessment data due to a low number of students that were tested.

PS 682 currently has only three years of state assessment data. Prior years we did not have testing grades due to the founding of our school in 2009 with grades K & 1. 2013 - 2014 was our first 5th grade class.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>New York State English Language Arts Exam</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Jan	Jan
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	72	56	57		
NYS Level 4	8	7	15		
Number of students tested	61	63	54		
Percent of total students tested	100	100	96		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	50	48	44		
NYS Level 4	7	6	11		
Number of students tested	30	31	36		
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	57	0	0		
NYS Level 4	14	0	0		
Number of students tested	7	2	9		
<b>3. English Language Learner Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	67	50			
NYS Level 4	0	17			
Number of students tested	6	6			
<b>5. African- American Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>6. Asian Students</b>					
NYS Level 3 and above	64	50			
NYS Level 4	9	11			
Number of students tested	11	18			
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
NYS Level 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>9. White Students</b>					
NYS Level 3 and above	77	56			
NYS Level 4	10	11			
Number of students tested	39	36			
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:** PS 682 currently has only three years of state assessment data. Prior years we did not have testing grades due to the founding of our school in 2009 with grades K & 1.

In 2012 - 2013 data, percentages for special education population was not included in the assessment data due to a low number of students that were tested.

In 2011 - 2012 demographic data was not available for the first testing year.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>New York State English Language Arts Exam</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	60	49			
NYS Level 4	18	27			
Number of students tested	62	49			
Percent of total students tested	100	96			
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	58	34			
NYS Level 4	6	17			
Number of students tested	33	29			
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above		0			
NYS Level 4		0			
Number of students tested	5	6			
<b>3. English Language Learner Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	67				
NYS Level 4	50				
Number of students tested	6	5			
<b>5. African- American Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>6. Asian Students</b>					
NYS Level 3 and above	72	57			
NYS Level 4	11	29			
Number of students tested	18	7			
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
NYS Level 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>9. White Students</b>					
NYS Level 3 and above	51	51			
NYS Level 4	17	29			
Number of students tested	35	35			
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:** 2013 - 2014 percentages for special education population was not included in the assessment data due to a low number of students that were tested.

PS 682 currently has only three years of state assessment data. Prior years we did not have testing grades due to the founding of our school in 2009 with grades K & 1.

In 2012 - 2013, the size of the demographic group Hispanic did not have a large enough population to include in the data report.

In 2013 - 2014, the percentages for special education population was not included in the assessment data due to a low number of students that were tested.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>New York State English Language Arts Exam</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	50				
NYS Level 4	24				
Number of students tested	46				
Percent of total students tested	98				
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	28				
NYS Level 4	4				
Number of students tested	25				
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested	4				
<b>5. African- American Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>6. Asian Students</b>					
NYS Level 3 and above	67				
NYS Level 4	17				
Number of students tested	6				
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
NYS Level 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>9. White Students</b>					
NYS Level 3 and above	53				
NYS Level 4	29				
Number of students tested	34				
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:** In 2013 - 2014 size of the demographic group Hispanic was not large enough to include in the data report.

In 2013 - 2014 percentages for special education population was not included in the assessment data due to a low number of students that were tested.

PS 682 currently has only three years of state assessment data. Prior years we did not have testing grades due to the founding of our school in 2009 with grades K & 1. 2013 - 2014 was our first 5th grade class.